DOCUMENT RESUME

ED 138 588 SP 011 017

AUTHOR Nolan, Robert R.; Roper, Susan Stavert
TITLE An Administrator's Checklist for Open-Space.
NOTE 3p.; Best copy available

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Administrator Guides; Community Involvement; Decision Making; *Facility Planning; *Open Plan Schools; Staff Orientation; Staff Role; Student Role

ABSTRACT

A checklist is provided of practical steps to be considered and acted upon in planning and implementing an open-space school. The document divides the process into three phases: initial planning, just prior to moving, and post-move. Considerations in the planning stage involve: staff and community input in deciding upon open space; clarification of management and instructional goals; physical design; anticipated problems with staff, students, and parents; committee organization; human support; discussions and voting on recommendations. Prior to the move, the school administrator should: discuss space assignments with staff, plan for furniture and equipment arrangement; appoint one person to serve as physical move coordinator; conduct school and community open school orientation; and revise teaching schedules to allow same-pod teachers the opportunity to increase coordination. After the move, procedures for processing requests and adjudicating disputes should be implemented; open house for the community should be conducted; support should be increased for teacher innovation in instructional methods; and school-wide procedures should be periodically reviewed with staff and community. (MB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED138588

AN ADMINISTRATOR'S CHECKLIST FOR OPEN-SPACE

By
Robert R. Nolan and Susan Stavert Roper

Stanford Center for Research and Development in Teaching
School of Education, Stanford University

BEST COPY AVAILABLE

Administrators as well as teachers are often ill-prepared to effectively function in an open-space school. Based on our review of the research, discussions with administrators, teachers and students in open-space schools, and our work with the Hoover/Stanford University Teacher Corps Project in preparing a junior high school for the transition to open-space, we developed this step-by-step checklist for administrators planning for open-space. At each step decisions should be recorded in writing to avoid later confusion.

I. Initial Planning

_____A. Involve staff and community in decision to build an open-space facility.

_____B. Clarify your management and instructional goals for open-space (e.g., more individualized instruction, interdisciplinary instruction, modular scheduling.)

_____C. Provide for community and staff input into physical design of facility (e.g., configuration of open-space areas, position of library/media center.)

_____D. Assess the concerns and anticipated problems of staff, parents and students.

_____E. Use these concerns and your goals as an agenda for further planning. Organize staff committees around sets of goals and concerns (e.g., noise control and discipline, use of the library/media center, arrangement of furniture, equipment, and supplies) to develop alternative courses of action. Encourage community participation.

_____F. Provide planning committees with necessary support (e.g., adequate meeting time; released time for visits to other open-space schools.) Invite veteran open-space teachers and/or administrators to advise planning committees.

_____G. Have entire staff and community representatives discuss and vote on recommendations of planning committees. Try to keep agreed-upon list of school-wide rules and procedures clear and brief. (Staff working in specific open-space areas or pods can adopt supplementary procedures to fit their specific instructional needs but these pod procedures should not contradict the school-wide procedures.)

SP011 017

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

II. Just Prior to the Move to Open-Space

_____A. Meet with staff to determine assignments to different open-space areas. Open-space areas can be effectively organized by grade-level, subject, or teaching approach.

_____B. Have staff use copies of floorplans to decide where they want furniture and equipment.

_____C. Appoint one individual to take prime responsibility for the physical move (e.g., ensure that furniture and supplies end up where they are supposed to.)

_____D. Orient community and students to new open-space rules and procedures.

_____E. If possible, revise daily schedule to give teachers in same pod common prep periods to facilitate increased teacher coordination.

III. Once in Open-Space

_____A. Provide formal procedures for processing special requests (e.g., scheduling changes) and adjudicating disputes.

_____B. Hold special open-houses to familiarize community with the facility and the staff's instructional plans for open-space.

_____C. Provide support (for example, released time for initial planning) for teachers to experiment with new instructional methods (e.g., team teaching, cross-age grouping, interdisciplinary curriculum units) which are facilitated by the open-space environment.

_____D. Periodically review school-wide procedures and rules with entire staff and community representatives. Have appropriate staff do the same for supplementary pod rules.